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| Unit Detail | | | | |  |
| Year level:  *3 /4* Curriculum level: unit length (weeks): *Wk2 – Wk4* | | | | |  |
| **Curriculum learning area**: *English*  **Strand**: Speaking, Writing, Presenting  **Secondary Strand**: *Writing - Recount* | How to introduce the unit and key competencies to the students (the hook):  *Bring in a memento of your holiday and explain its special significance - how it helps recall a particular moment of the holidays.*  *Some great resources (videos, exemplars, success criteria) on this site:*[***tvdsb***](http://www.tvdsb.ca/webpages/capteins/index.cfm?subpage=200095) | | | |  |
| Achievement Objectives (Highlight as appropriate):  **Level 2:**  **Processes and strategies**  **Students will:**  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.  **indicators:**  shows some understanding of the connections between oral, written, and visual language when creating texts;  creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence;  seeks feedback and makes changes to texts to improve clarity and meaning;  is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.    By using these processes and strategies when speaking, writing, or presenting, students will:  **Purposes and audiences**  Show some understanding of how to shape texts for different purposes and audiences.  **indicators:**  constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form;  expects the texts they create to be understood, responded to, and appreciated by others;  develops and conveys personal voice where appropriate.  **Ideas**  Select, form, and express ideas on a range of topics.  **indicators:**  forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;  begins to add or delete details and comments, showing some selectivity in the process.  **Language features**  Use language features appropriately, showing some understanding of their effects.  **indicators:**  uses oral, written, and visual language features to create meaning and effect;  uses a large and increasing bank of high-frequency, topic-specific, and personal content words to create meaning;  spells most high-frequency words correctly and shows growing knowledge of common spelling patterns;  uses a range of strategies to self-monitor and self-correct spelling;  writes legibly and with increasing fluency when creating texts;  gains increasing control of text conventions, including some grammatical conventions.  **Structure**  Organise texts using a range of structures.  **indicators:**  uses knowledge of word and sentence order to communicate meaning when creating text;  organises and sequences ideas and information with some confidence;  begins to use a variety of sentence structures, beginnings, and lengths.  **Level 3: Year 4 and Above Ability Year 3**  **Processes and strategies**  **Students will:**  Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.  **indicators:**  uses a developing understanding of the connections between oral, written, and visual language when creating texts;  creates a range of texts by integrating sources of information and processing strategies with developing confidence;  seeks feedback and makes changes to texts to improve clarity, meaning, and effect;  is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.  By using these processes and strategies when speaking, writing, or presenting, students will:  **Purposes and audiences**  Show a developing understanding of how to shape texts for different purposes and audiences.  **indicators:**  constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;  conveys and sustains personal voice where appropriate.  **Ideas**  Select, form, and communicate ideas on a range of topics.  **indicators:**  forms and expresses ideas and information with increased clarity, drawing on a range of sources;  adds or changes details and comments to support ideas, showing some selectivity in the process;  ideas suggest awareness of a range of dimensions or viewpoints.  **Language features**  Use language features appropriately, showing a developing understanding of their effects.  **indicators:**  uses oral, written, and visual language features to create meaning and effect and engage interest;  uses a range of vocabulary to communicate meaning;  demonstrates good understanding of all basic spelling patterns and sounds in written English;  uses an increasing range of strategies to self-monitor and self-correct spelling;  writes legibly, fluently, and with ease when creating texts;  uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.  **Structure**  Organise texts, using a range of appropriate structures.  **indicators:**  organises written ideas into paragraphs with increasing confidence;  organises and sequences ideas and information with increasing confidence;  uses a variety of sentence structures, beginnings, and lengths. | | | | |  |
| Organisation / Resources | | Abilities / Needs / ESOL / Group Lists | Grouping (highlight or circle): | | |
| Ability Groups – Data taken from Term 4 Writing (e-asTTle)  **Topics**: Teacher preference using educational resource books and resource pack, exemplars from TKI site, e-asTTle exemplars, PM Writing Books.  **Whole Class Introduction** – sharing of exemplars, unpacking with structure and language features, Underlining learning intention and co-construct success criteria. (Teacher Model throughout)  Groups working independently with teacher withdrawing specific learning needs. | | *ESOL – To be supported by Class Teacher and ESOL Teacher through:*  *Using of variety of resources: plays, audio stories – CDs, Ready to Read Resources,*  *Oral Language Activities: graphic organisers, speaking frames, prompt cards, vocabulary building activities, scaffolding and modeling writing.*  *Additional Support using: TPS, Partner support, and shared writing*  ***Target Groups:***  *Group to work with teacher until such a time as confident to leave and work independently.*  *Teacher to check regularly to monitor their progress.*  *Buddy writing to help gain confidence.*  *Teacher conference to help with specific needs.*  *Teacher to reinforce understanding by target children explaining Next Steps.*  ***Special Needs:***  *Pupils to work with Teacher Aide for approx. 1/2 hour per day M-Th. Help with writing organization and structure. To reinforce learning in the classroom.*  ***G.A.T.E***  *Shared writing will be encouraged once initial narrative is written. Extension will be offered through alternative publishing and sharing of stories, eg slide shows.* | Pupils in fluid groups according to needs and Sunnynook Learning Progressions.  Target Group will also be closely monitored. | | |
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| **Key Competency focus**: Thinking ✔ Managing Self ✔ Relating to Others Participating and Contributing ✔ Using Language, Symbols and Text ✔ | | | | | |
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| **Unit Overview** | |
| Title | The Best Holiday Ever ( Could be a wall display title) |
| Unit Aim | To entertain and inform readers by recounting a personal memoir of a holiday event.. |
| Curriculum Document Values | |
| Excellence ✔ Innovation, Inquiry, Curiosity ✔ Diversity Equity Ecological Sustainability Community and Participation ✔ Integrity Respect ✔ | |
| Digital Literacy Focus | |
| Task Definition ✔ Information Seeking Strategies Location and Access Use of Information Synthesis ✔ Evaluation | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | |
| **To identify the characteristics, structure and features of a Recount (Memoir) text in order to write one.**   * The writer chooses a significant event * Engaging beginning- hook using devices such as: direct speech, monologue, dialogue, question, command, scene setting by showing not telling, problem outline, tension * Background information- when, when, who, what are embedded in the recount * Thoughts, feelings, reflections, comments and observations * The reader can see, hear and feel the experience because the writer includes concrete,, sensory details and descriptions * Language is carefully selected – nouns, strong verbs etc * Satisfying closure/ending * Credible, and sincere- ‘This is how I remember this time, this is how it was for me.’ | |
| Assessment / Culminating activity | |
| Self Assessment ✔ Peer assessment ✔ Learning reflection ✔ Presentation ✔ Display ✔ Podcast / wiki entry / blog entry ✔ Performance Practical Skills Teacher Observation ✔ Learning conversation ✔ Written assessment e-asTTle assessment Oral assessment Other (describe)  **Resources:**  *“I’ve got something to say”* - Gail Loane Chapter 6 - Memoir the polished lens of memory  Submerged- collection of children’s writing  Macintosh HD:Users:teacher:.Trash:Screen Shot 2015-12-12 at 5.42.31 pm.png [tvdsb resources](http://www.tvdsb.ca/webpages/capteins/index.cfm?subpage=200095) [Writer’s Toolbox - Recount](http://room4sunnynook.wikispaces.com/Writer%27s+Toolbox) [Memoirs - Pinterest](https://www.pinterest.com/explore/memoir-writing/) [Memoir Prompts](http://www.davidrm.com/thejournal/tjresources-exercises.php#memoir) [Memoirs - planning](http://teachers.yale.edu/curriculum/viewer/initiative_13.03.03_u)  [Memoirs - exemplars](http://www.memoirsbyme.com/featured.html) | |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions (to be shared with whole class). We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / Enviro etc.) | Assessment  Diagnostic / Formative / Summative / Feedback  See Tracking Sheet of Stepping Stones.  Plenery: To share learning success and establish Next Learning Steps.  Success Criteria  We Are Successful When (WASW): |
| **Experience 1**  W.A.L.T  To recognise the features of a personal recount text.    **Experience 2**  W.A.L.T change the features of a recount text.                  **Experience 3**  W.A.L.T co-construct a recount.    **Experience 4**  W.A.L.T. independently write our own narrative story.  W.A.L.T  To write an orientation that includes a hook, people, setting, events and time.    W.A.L.T  To write a series of events in sequence.    W.A.L.T  To present a recount. | Read and share a variety of text and exemplars. Whole class. Introduce the vocabulary of a recount text – <http://room4sunnynook.wikispaces.com/Recount>  (PM Big Books, etc.)    Read some examples of memoirs from Chapter 6- Making Huts pg 123, The town by James K Baxter Pg 107, My Hut pg 111, sand hut Pg 112    **Activity 1** – Use a graphic organizer to plan a recount. Use pictoral resources to help students to plan sequencing.    **Activity 2** –  Hooks: Recounts can begin in different ways - setting description, action or dialogue. Look at exemplars of hooks and rate them.    **Activity 3** –  Step 1: Model writing an orientation using who when, and where features based on Activities 1 and 2.  Step 2: Co-construct orientation with the class/group.  Step 3: Independently write your own orientation.  **Activity 4** -  Using the co-constructed orientation and planning write a series of events, that are sequenced and recount an event.. Think Pair Share ideas for problems.    **Activity 5** –  Think of different ways of presenting a recount - writing, slideshow, pictorially, video    **Activity 1** – Using a graphic organizer to plan your own narrative story.    **Activity 2** – Write an orientation, problem, resolution and ending using the process and ideas outlined in Experience 3.    **Activity 3** – Presentation of a recount – Examples could include Dioramas, a slide show using Kids Pics or Google Slides, Ideas from The Publishing and Display Book By Sheena Cameron (See Debbie) | **SC**: I can Identify the main parts of a recount.      See “***My Day”*** exemplar  **SC**: I can modify (change) a feature of a known recount.    See ***“My Memoir Plan”***exemplar                **SC**: I can work in a team to co-construct a recount to use as my model.                **SC**: I can use a hook to engage the reader.  **SC:** I can introduce characters, time and place.    **SC**: I can present my recount in an interesting way. |
| End of unit means of recording student reflection | Whole Class Discussion.  Use of modeling book to record Student Voice.  Recording in student books Next Learning Steps .  Dioramas | Possible focus questions for reflection:  What went well? What was hard? What could I do next to make my narrative better? |
| **Reflection for Subsequent Planning:** | | |